



Our children leave Mile Oak thinking big with no limit on their potential. The school family works together to inspire and support every child. They learn and achieve through inspirational teaching in a lively, ambitious environment. Every child is nurtured to gain the creativity, responsibility and full breadth of skills required to take an active and fulfilling role in society.

Mile Oak Primary School:

Spelling Policy

Date	October 2023
Review Date	October 2024

This policy should be read in conjunction with the following policies:

- *Teaching and Learning*
- *Writing Policy.*

Spelling at Mile Oak School:

Good Spellers:

- Use a variety of strategies to learn to spell words
- Recognise misspelt words and corrects
- Are able to use a dictionary or spell checker
- Links spellings to reading
- Are able to use and apply spelling rules in new words
- Know exceptions to rules
- Have an understanding of morphology and etymology

'To develop and sustain children's ability to spell they need direct systemic instruction.' EEF

'Spelling as a key transcription skill must be explicitly taught.' EEF

What we teach:

- Strategies for learning common exception words/statutory words.
- Spellings patterns, spelling rules, word families.
- Homophones.
- Morphology- root words and suffixes and prefixes.
- Etymological- where do words originate from and their meaning.

In Reception and Year 1, phonics is taught daily. The Letters and Sounds programme is followed and lessons are planned from this. Cued articulation is used to support with the production of sound. The children will be exposed to these phonemes in both cursive and non-cursive font. Spelling lists will be sent home and children will be taught strategies to learn their spellings. During the writing process, children are taught to use their phonic knowledge to blend to spell. Each class has a word wall with the common exception words for that year group. These are actively used in lessons in relation to all writing activities to ensure spellings are correct. Children are taught a variety of strategies to learn the common expectation words (Tricky words).

No Nonsense:

This is the spelling scheme used in Years 2 to 6 (resources saved in green/planning/No Nonsense) each year group will follow the no nonsense framework of progression **See appendix one**. In Year 2, children will begin No Nonsense once they have completed the phonics programme these will be daily sessions. Slides for spelling lessons saved in year groups planning folder. These plans should be personalised and related to the writing unit where possible. Children are taught the strategies children use to learn their spellings see **appendix two**.

Common Exception/Statutory words:

- Introduced half-termly words and display them on the learning journey (introduce two a week) refer to them regularly.
- Move relevant words from the word wall onto the English working wall for children to use in their unit of writing.
- It is important that they know the meaning and can use them in context. SEND children must also be able to read and use these words.
- As a class invent ways of remembering them using the different strategies.

- In their writing, highlight the statutory words in pink and reward them for using these words in their writing- share good use under the visualiser for the class to see.

Spelling and the writing process:

- Vocabulary will be collected and rehearsed with a word mat created.
- The children identify misspelt word in their writing and underline in green the word they are unsure of.
- They will check spellings using a dictionary/spell checker or word bank at the editing stage. It is important that they continue to use challenging vocabulary in their writing and not to only use words they can spell.
- Misspelt words in their writing are practised and learnt.
- When marking teachers will identify common errors and put these spellings on post-it's on IWB and create starters so that children learn to spell these commonly misspelt words.

Homework:

Weekly spellings task. Children must be able to read words they are asked to spell. Children should write spellings into sentences to ensure they can use them correctly. Using the strategy sheet, children should come up with up with memorable ways to remember words. They need to review which strategy works best for them. They can practise spellings using handwriting sheets, words search, how many words can you find ending with e.g. ____cious? Etc.

Parent Consultations:

- Give each parent the spelling progression document for the year.
- Give the strategies for learning spellings.

Learning Environment (Years 1-6):

Each classroom has a word wall.

KS1 : the word wall is the common exception word for that year group.


























Year 3 &4 word wall: are the statutory words for 3&4. These words have been divided into year three words which are light blue and year four words which are dark blue.

Year 5 &6 word wall: are the 5&6 statutory words. These words have been divided into termly year five which are yellow and termly year six words which are green. See spelling progression **appendix one**. The word walls are actively used in conjunction with our writing unit as well as broken into a half termly words to learn to spell.



























Mnemonics poster to learn some commonly misspelt words.

Appendix One: Spelling progression.

















Reception Common exception words:

 1. all 2. are 3. asked	 1. be	 1. called 2. come 3. could	 1. do 	  1. go	 1. have 2. he 3. her	 1. I 2. into  
 1. like 2. little 3. looked	 1. no  1. oh 2. one 3. out	 1. people  	 1. said 2. she 3. so 4. some	 1. the 2. their 3. there 4. they 5. to  	 1. was 2. we 3. were 4. what 5. when 	 1. you 

Year 1 common exception words:

 1. a 2. all 3. are 4. ask 5. asked	 1. be 2. by	 1. called 2. come 3. could  1. do	  1. friend 2. full	 1. go	 1. has 2. have 3. he 4. her 5. here 6. his 7. house	 1. I 2. into 3. is  
 1. like 2. little 3. looked 4. love  1. me 2. Mr 3. Mrs 4. my	 1. no  1. of 2. oh 3. once 4. one 5. our 6. out	 1. people 2. pull 3. push 4. put  	 1. said 2. says 3. school 4. she 5. so 6. some	 1. the 2. their 3. there 4. they 5. to 6. today  	 1. was 2. we 3. were 4. what 5. when 6. where 	 1. you 2. your 

Year 2 common exception words:

 1. a 2. after 3. again 4. all 5. any 6. are 7. ask 8. asked	 1. bath 2. be 3. beautiful 4. because 5. behind 6. both 7. break 8. busy 9. by	 1. called 2. child 3. children 4. Christmas 5. class 6. climb 7. clothes 8. cold 9. come 10. could	 1. do 2. door  1. even 2. every 3. everybody 4. eye 	 1. fast 2. father 3. find 4. floor 5. friend 6. full  1. go 2. gold 3. grass 4. great	 1. half 2. has 3. have 4. he 5. her 6. here 7. his 8. hold 9. hour 10. house	 1. I 2. improve 3. into 4. is   1. kind	
 1. last 2. like 3. little 4. looked 5. love	 1. many 2. me 3. mind 4. money 5. most 6. move 7. Mr 8. Mrs 9. my	 1. no  1. of 2. oh 3. old 4. once 5. one 6. only 7. our 8. out	 1. parents 2. pass 3. past 4. path 5. people 6. plant 7. poor 8. pretty 9. prove 10. pull 11. push 12. put	   1. said 2. says 3. school 4. she 5. should 6. so 7. some 8. steak 9. sugar 10. sure	 1. the 2. their 3. there 4. they 5. to 6. today 7. told  	 1. water 2. was 3. we 4. were 5. what 6. when 7. where 8. who 9. whole 10. wild 11. would	  1. you 2. your 

Keystage 2 Spelling Progression.

Spelling Lists Year 3 Statutory National Curriculum Spellings					
These words have been divided into half termly spellings. Children must know the meaning of each word as well as how to spell them. We encourage children to use these words in their writing.					
Autumn 1 st half	Autumn 2 nd half	Spring 1 st half	Spring 2 nd half	Summer 1 st half	Summer 2 nd half
actual learn group heard arrive circle often build	eight caught centre century heart breath early busy	continue decide island minute difficult earth consider enough	perhaps address guard material recent guide forward fruit	though notice quarter length library famous describe answer appear	actually extreme February certain height history imagine increase interest important
Spelling Patterns					
Revise Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing') prefix 'dis-' Apply prefix 'un-' Apostrophes for contractions (e.g. doesn't can't) the /ei/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)	Prefixes 'mis-' and 're-' The /i/ sound spelt 'y' e.g. pyramid, myth ' Words ending with the /g/ sound spelt ' e.g. Catalogue fatigue -gue' and the /k/ sound spelt '-que' e.g. antique unique	Suffixes '-ness' '-ful' '-less' '-ly' e.g. wishful Prefixes 'sub-' and 'tele-' e.g. submarine, telephone. Words with the // sound spelt 'ch' 's', 'ss(ion/ure)' e.g. mission, chef, shop, sure	Prefixes 'super-' and 'auto-' e.g. Superstar autograph	Suffix '-ly' with root words ending in 'le' and 'ic' Simple/simple Frantic/frantically Apostrophe for contractions: e.g. Isn't, should've	Revision of prefixes taught so far. The /ʌ/ sound spelt 'ou' e.g. trouble rough Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign) Revise ee sounds family. e.g. ee, e-e, ea, ie,, y, ey
Homophones brake and break – grate and great – eight and ate - weight and wait - son and sun – here and hear – knot and not - weigh and way - Poor and pour					

Spelling Lists Year 4 Statutory National Curriculum Spellings					
These words have been divided into half termly spellings. Children must know the meaning of each word as well as how to spell them. We encourage children to use these words in their writing.					
Autumn 1 st half	Autumn 2 nd half	Spring 1 st half	Spring 2 nd half	Summer 1 st half	Summer 2 nd half
accident believe strange reign interest various possible grammar	woman women promise therefore opposite ordinary perhaps pressure	particular calendar popular position possess possession purpose potatoes	different exercise regular complete remember sentence separate special thought weight	straight favourite strength suppose surprise bicycle business medicine natural naughty	peculiar occasion occasionally probably knowledge experiment experience question disappear important
Spelling Patterns					
Words ending – sure e.g. treasure enclosure. Possessive apostrophe with singular proper nouns e.g. Hannah's pencil. Homophones (peace/piece, main/mane, fair/fare)	Prefixes 'in-', 'il-', 'im-' and 'ir-' e.g. inactive, impossible, irregular, illegal. Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed') e.g. fastening, fastener, fastened, awaken	The /g/ sound spelt 'gu' e.g. guide, guitar Words with endings sounding like /tʃə/ spelt '-ture' e.g. adventure Possessive apostrophe with plurals Homophones	Prefixes 'anti-' and 'inter-' e.g. Antiseptic, interrupt Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion' E.g. Magician, profession, diction, division.	Words with the /s/ sound spelt 'sc' (Latin in origin) Endings that sound spelt 'sion' e.g. invasion Apostrophes for possession, including singular and plural Homophones	Suffix '-ous' Suffix '-ly' added to words ending in 'y', 'le' and 'ic' e.g. Sleepily/sleepily gentle/ gently frantic/ frantically Revise Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'
Homophones through and threw - peace and piece - main and mane – fair and fare - scene and seen – male and mail – bawl and ball - whether and weather – past and passed - medal and Meddle – missed and mist – who's and whose					

Spelling Lists
Year 5 Statutory National Curriculum Spellings



These words have been divided into half termly spellings. Children must know the meaning of each word as well as how to spell them. We encourage children to use these words in their writing.

Autumn 1 st half	Autumn 2 nd half	Spring 1 st half	Spring 2 nd half	Summer 1 st half	Summer 2 nd half
achieve bruise criticise dictionary familiar hindrance mischievous persuade rhyme stomach	amateur bargain curiosity environment forty identity muscle physical rhythm symbol	ancient competition definite equip equipment immediately neighbour prejudice shoulder system	available conscience conscious especially frequently interfere nuisance pronunciation sincere thorough	awkward controversy determined existence equipped language opportunity recognise sincerely twelfth	bargain convenience develop explanation government lightning parliament restaurant soldier variety

Spelling Patterns

Words with the letter string 'ough' e.g. dough, rough, bough, plough, thorough.	From previous years: plurals (adding '-s', '-es' and '-ies')	Revise from previous years. apostrophe for possession	'ei' and 'ie' words e.g. review, obedient, ancient, neighbour, heir.	Strategies at the point of writing: using etymological (where words have originated from and links with meaning)	Revision of all spellings so far.
Strategies for learning words: words with 'silent' letters	From previous years: apostrophe for contraction and possession	Words ending in '-ably' and '-ibly'	Building words from root words	morphological (using root words and suffix and prefix) strategies for spelling. E.g script	
Words ending in '-able' and '-ible' e.g. terrible, valuable.	Use of the hyphen e.g. co-ordinates.	e.g. Horribly predictably	e.g. graph photograph photographer photographic	Homophones (cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose)	
Homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed)		Homophones			

Homophones

affect and effect - isle and aisle - altar and alter - ascent and assent - bridle and bridal - led and lead - steal and steel - cereal and serial - guessed and guest - morning and mourning - precede and proceed - farther and father - aloud and allowed - heard and herd

Spelling Lists
Year 6 Statutory National Curriculum Spellings



These words have been divided into half termly spellings. Children must know the meaning of each word as well as how to spell them. We encourage children to use these words in their writing.

Autumn 1 st half	Autumn 2 nd half	Spring 1 st half	Spring 2 nd half	Summer 1 st half	Summer 2 nd half
accommodation accompany according desperate disastrous embarrass exaggerate foreign harass occur	aggressive apparent committee guarantee interrupt leisure marvellous necessary occupy Cemetery.	appreciate attached communicate privilege profession programme queue sacrifice category correspond	average community secretary signature sufficient suggest temperature variety vegetable vehicle yacht.	Revise all previous years	Revise all previous years





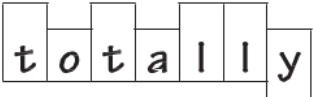







Spelling Patterns

Revise Words ending '-able'/'-ably', and '-ible'/'-ibly' e.g. Horribly predictably	Homophones ('ce'/'se') e.g. practice/ practise. Endings that sound like /ʃəs/ spelt '-cious' or '-tious' e.g. Spacious infectious	Words with 'ough' letter string. Eg. dough, rough, bough, plough, thorough. Words ending '-cial' and '-tial' e.g. special essential	Homophones (dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit) Generating words from prefixes and Morphology (roots) and entomology (where words originate from and their meaning) e.g. aqua/ aquamarine.	Words ending in 'ant', '-ance' and '-ancy' e.g. tolerance, tolerant. infant infancy	Words ending '-ent', '-ence' and '-ency' e.e. coherence Homophones (draught/ draft, dissent/descent, precede/proceed, wary/ weary)
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Homophones

advise and advise - device and devise - licence and license - practice and practise - compliment and complement - desert and dessert - principal and principle - profit and prophet - stationary and stationery - draft and draught - dissent and descent

Appendix 2: Strategies to learn spellings.

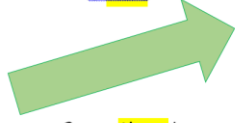
<p>Look, say, cover, write, check</p> 	<p>Look: read the word. Say: say the word to yourself. Cover: cover the word. Write: write the word as you remember it. Check: Have you got it right? If not, try again.</p>
<p>Trace, copy and write</p> 	<p>Write the word out on a sheet of paper. Make sure that it is spelt correctly and it is big enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out.</p>
<p>Segmenting</p> 	<p>Break the word down into phonemes with sound buttons.</p>
<p>Quickwrite</p> 	<p>Write out your spellings as quickly as you can. You could turn this into a game! Who can write their spellings the quickest and get the most right?</p>
<p>Drawing around the word shape</p> 	<p>Write out the word and draw boxes around each letter. Draw out just the boxes and cover up the word. Now try to write the word in the boxes.</p>
<p>Drawing a picture around the word</p> 	<p>Draw a picture of what the word means around it.</p>
<p>Hiding the vowels</p> 	<p>This strategy is helpful where the vowels are the tricky bits in the words. Write the word without the vowels and choose the correct grapheme to put in the space.</p>
<p>Pyramid words</p> 	<p>p py pyr pyra pyram pyrami pyramid</p>
<p>Rainbow writing</p> 	<p>b e a u t i f u l</p>
<p>Silly sentences</p> 	<p>Make up the silliest sentence you can with your spellings. Try and get more than one word in there as a challenge!</p>
<p>Saying 'silent' letters</p> 	<p>Read the words but say the letters that a normally silent, like knight. You would read this saying the 'k'!</p>
<p>Syllable clapping</p> 	<p>Read the words, clapping out the syllables as you read them.</p>

Appendix three: Mnemonics used at Mile Oak.

because*big elephants can always understand small elephants.***said***silly ants in dresses.***was***worms are slimy.***the***two heavy elephants.***they***two heavy elephants, yay!***went***we eat no treats.***does***dancers only eat sausages.***what***Wait, don't forget your hat!***when***Wait, don't forget your hen!***goes***gorillas only eat sausages.*

there

t-here



Over there!

their

t-heir (to the throne)



It is their throne.

they're

they are



They're going to the park.

who

Wilma hates onions



could, should
and would

oh (yo)u lucky duck